



## Dillon High

1730 Highway 301 North  
Dillon, S. C. 29536

|                       |                  |              |
|-----------------------|------------------|--------------|
| <b>Grades</b>         | 9-12 High School |              |
| <b>Enrollment</b>     | 909 Students     |              |
| <b>Principal</b>      | Lynda Cottingham | 843-774-1230 |
| <b>Superintendent</b> | D. Ray Rogers    | 843-774-1200 |
| <b>Board Chair</b>    | Fitzgerald Lytch | 843-774-5454 |

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| Year        | Absolute Rating | Growth Rating   |
|-------------|-----------------|-----------------|
| <b>2008</b> | <b>Average</b>  | <b>Average*</b> |
| 2007        | Average         | Below Average   |
| 2006        | Average         | At-Risk         |
| 2005        | Good            | Below Average   |
| 2004        | Good            | Excellent       |

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS\*

|           |      |         |               |         |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 3         | 4    | 9       | 9             | 9       |

\* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

|                        | Our High School |      |      | High Schools with Students Like Ours |      |      |
|------------------------|-----------------|------|------|--------------------------------------|------|------|
| Percent                | 2006            | 2007 | 2008 | 2006                                 | 2007 | 2008 |
| Passed 2 subtests (%)  | 67.8            | 71.6 | 72.6 | 61.9                                 | 67.7 | 65.2 |
| Passed 1 subtest (%)   | 15.8            | 16.9 | 13.3 | 17.8                                 | 17.7 | 16.8 |
| Passed no subtests (%) | 16.3            | 11.5 | 14.2 | 20.9                                 | 14.6 | 18.6 |

HSAP Passage Rate by Spring 2008

|         | Our High School | High Schools with Students Like Ours |
|---------|-----------------|--------------------------------------|
| Percent | 89.7%           | 86.6%                                |

On-Time Graduation Rate

|                    | Our High School | High Schools with Students Like Ours |
|--------------------|-----------------|--------------------------------------|
| Number of Students | 182             | 119                                  |
| Number of Diplomas | 132             | 80                                   |
| Rate               | 72.5%           | 64.7%                                |

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our High School | High Schools with Students Like Ours* |
|---|-----------------|---------------------------------------|
| Algebra 1/Math for the Technologies 2           | 82.2            | 58.3                                  |
| English 1                                       | 55.7            | 41.6                                  |
| Physical Science                                | 52.2            | 29.5                                  |
| All Tests                                       | 62.8            | 44.3                                  |

\* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

School Profile

|   | Our School | Change from Last Year | High Schools<br>with Students<br>Like Ours | Median<br>High<br>School |
|---|------------|-----------------------|--|--------------------------|
| <b>Students (n=909)</b>   |            |                       |  |                          |
| Retention rate  | 6.2%       | Down from 12.0%       | 10.4%                                      | 6.1%                     |
| Attendance rate   | 92.8%      | Down from 95.3%       | 93.4%                                      | 95.0%                    |
| Eligible for gifted and talented  | 3.6%       | Down from 3.9%        | 3.5%                                       | 8.3%                     |
| With disabilities other than speech   | 6.9%       | Up from 6.1%          | 15.5%                                      | 13.0%                    |
| Older than usual for grade  | 13.1%      | Up from 5.8%          | 14.2%                                      | 8.5%                     |
| Out-of-school suspensions or expulsions for violent<br>&/or criminal offenses | 3.0%       | No Change             | 1.8%                                       | 1.5%                     |
| Enrolled in AP/IB programs  | 5.4%       | Down from 7.0%        | 5.3%                                       | 11.4%                    |
| Successful on AP/IB exams   | N/A        | N/A                   | 16.8%                                      | 54.3%                    |
| Eligible for LIFE Scholarship   | 29.5%      | Up from 28.7%         | 25.0%                                      | 30.5%                    |
| Annual dropout rate   | 5.2%       | Up from 5.0%          | 3.5%                                       | 3.5%                     |
| Career/technology students in co-curricular<br>organizations                  | 0.0%       | No Change             | 5.3%                                       | 3.1%                     |
| Enrollment in career/technology courses                                       | 521        | Up from 295           | 330  | 559                      |
| Students participating in work-based experiences                              | 6.8%       | Down from 55.6%       | 4.1%                                       | 10.6%                    |
| Career/technology students attaining technical skills                         | 55.7%      | Down from 64.0%       | 75.7%                                      | 79.6%                    |
| Career/technology completers placed   | N/A        | N/A                   | 97.1%                                      | 98.5%                    |
| <b>Teachers (n=48)</b>  |            |                       |  |                          |
| Teachers with advanced degrees  | 52.1%      | No Change             | 52.5%                                      | 57.4%                    |
| Continuing contract teachers  | 77.1%      | No Change             | 54.7%                                      | 69.6%                    |
| Teachers with emergency or provisional certificates                           | 14.9%      | Down from 17.0%       | 19.6%                                      | 8.7%                     |
| Teachers returning from previous year   | 89.4%      | Up from 88.4%         | 78.8%                                      | 85.0%                    |
| Teacher attendance rate   | 95.9%      | Down from 96.4%       | 95.0%                                      | 95.4%                    |
| Average teacher salary  | \$43,438   | Up 4.9%               | \$44,319                                   | \$46,061                 |
| Professional development days/teacher   | 16.6 days  | Down from 19.8 days   | 11.9 days                                  | 11.4 days                |
| <b>School</b>   |            |                       |  |                          |
| Principal's years at school   | 5.0        | Up from 4.0           | 2.0  | 3.0                      |
| Student-teacher ratio in core subjects  | 25.0 to 1  | Down from 26.0 to 1   | 22.0 to 1                                  | 25.4 to 1                |
| Prime instructional time  | 87.0%      | Down from 89.9%       | 87.2%                                      | 89.1%                    |
| Dollars spent per pupil*  | \$5,706    | Down 0.1%             | \$9,000                                    | \$7,279                  |
| Percent of expenditures for teacher salaries*                                 | 49.1%      | Down from 50.7%       | 53.9%                                      | 55.3%                    |
| Percent of expenditures for instruction*                                      | 61.0%      | Up from 55.3%         | 61.2%                                      | 60.8%                    |
| Opportunities in the arts   | Good       | No Change             | Good                                       | Excellent                |
| Parents attending conferences   | 100.0%     | No Change             | 83.6%                                      | 94.2%                    |
| SACS accreditation  | Yes        | No Change             | Yes  | Yes                      |
| Character development program   | Average    | Down from Good        | Good                                       | Good                     |
| Modern Language Program Assessment  | N/A        | N/A                   | Average                                    | Good                     |
| Classical Language Program Assessment   | N/A        | N/A                   | N/A  | Average                  |

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

Performance By Student Groups

|                            | HSAP Passage Rate by Spring 2008 |       | End of Course Passage Rate |       | Graduation Rate |       |                     |
|----------------------------|----------------------------------|-------|----------------------------|-------|-----------------|-------|---------------------|
|                            | n                                | %     | t                          | %     | n               | %     | Met State Objective |
| All Students               | 155                              | 89.7% | 682                        | 62.8% | 182             | 72.5% | No                  |
| Gender                     |                                  |       |                            |       |                 |       |                     |
| Male                       | 62                               | 95.2% | 325                        | 60.0% | 72              | 73.6% | N/A                 |
| Female                     | 86                               | 91.9% | 357                        | 65.3% | 93              | 84.9% | N/A                 |
| Racial/Ethnic Group        |                                  |       |                            |       |                 |       |                     |
| White                      | 32                               | 96.9% | 184                        | 77.2% | 36              | 86.1% | N/A                 |
| African American           | 110                              | 92.7% | 465                        | 55.7% | 122             | 78.7% | N/A                 |
| Asian/Pacific Islander     | N/A                              | N/A   | N/A                        | N/A   | N/A             | N/A   | N/A                 |
| Hispanic                   | N/A                              | N/A   | 11                         | 63.6% | N/A             | N/A   | N/A                 |
| American Indian/Alaskan    | N/A                              | N/A   | 20                         | 90.0% | N/A             | N/A   | N/A                 |
| Disability Status          |                                  |       |                            |       |                 |       |                     |
| Disabled                   | N/A                              | N/A   | 26                         | 34.6% | N/A             | N/A   | N/A                 |
| Migrant Status             |                                  |       |                            |       |                 |       |                     |
| Migrant                    | N/A                              | N/A   | N/A                        | N/A   | N/A             | N/A   | N/A                 |
| English Proficiency        |                                  |       |                            |       |                 |       |                     |
| Limited English Proficient | N/A                              | N/A   | 11                         | 63.6% | N/A             | N/A   | N/A                 |
| Socio-Economic Status      |                                  |       |                            |       |                 |       |                     |
| Subsidized meals           | 112                              | 91.1% | 566                        | 61.7% | 120             | 80.8% | N/A                 |

\* n=number of students on which percentage is calculated. t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Dillon High School continues to make progress in realizing the goal of academic excellence for every student. Teachers and staff are dedicated to providing quality educational opportunities for all students and remain focused on preparing students for high-stakes testing and for life after graduation. Dillon High serves a divergent student body with 78% of students on free or reduced lunch in an area where 44.3% of families are below the poverty level. Educating children of poverty requires a dedicated faculty and staff whose singular emphasis is on personalized, differentiated instruction to avert the problems often associated with under-resourced youths. The Star Academy and the Nine-Schools Project are initiatives at Dillon High School expressly designed to decrease the number of students who drop out of school before graduation.

By communicating high expectations and establishing meaningful relationships with students as well as parents, the teachers and staff work diligently every day to meet the challenge of educating a diverse population. Through cooperative, collaborative initiatives, teachers and staff devise ways to address students' needs so that genuine, measurable progress is made in all academic areas. Again this year, teachers and administrators accepted and surpassed the challenges of providing for academic excellence as evidenced by our meeting Adequate Yearly Progress as dictated by the No Child Left Behind legislation. In addition, all teachers at Dillon High School are highly qualified in their content area.

We are proud of the improvements we have made in the overall school climate and in student performance. Through the diligence of our teachers, we have continually improved scores on EOCEP and HSAP so that these scores surpass those of high schools like ours. Staffed with certified teachers, the Homework Center is providing tutoring to meet the academic needs of students. Innovative programs in extended time, Students for the Betterment of Dillon High School, Call Me Mister DHS, the Interact Club, as well as other mentoring programs are creating positive relationships within the school family.

Our students continue to serve their community by supporting various civic activities. They have sponsored a Veterans Day tribute, participated in Relay for Life, March of Dimes, and fundraisers for the Leukemia and Lymphoma Society, Juvenile Diabetes Walk-for-a-Cure, Toys for Tots, and food drives for area shelters. WIX Filtration supports our academic efforts by serving as our High Performance Partner.

Our mission is to continue striving for academic and athletic excellence through collaborative initiatives. We are proud of our accomplishments and are excited about the promise of greater rewards as we continue to realize our vision to provide exceptional, quality educational opportunities for every student. We are committed to educating all children, and we remain focused on our mission to prepare students to achieve excellence through a learning community that promotes skills needed in a continuously changing world.

Dr. Julie Von Frank, Principal                      Holly Jacobs, SIC Chairperson

Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 54       | 172       | 58       |
| Percent satisfied with learning environment            | 88.9%    | 55.2%     | 60.7%    |
| Percent satisfied with social and physical environment | 87.0%    | 63.3%     | 42.1%    |
| Percent satisfied with school-home relations           | 48.1%    | 71.3%     | 53.4%    |

\* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.   |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality Data

|   |            |       |
|---|------------|-------|
|   | Our School | State |
| Classes in low poverty schools not taught by highly qualified teachers  | N/A        | 1.8%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.5%       | 6.8%  |

|   |            |                 |                     |
|---|------------|-----------------|---------------------|
|   | Our School | State Objective | Met State Objective |
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |

Abbreviations for Missing Data

## HSAP Performance By Group

|   | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|---|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
| English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced) |                               |          |               |         |              |            |                                   |                                     |                                  |                           |                             |
| All Students  | 226                           | 100      | 18.8          | 36.2    | 31.5         | 13.6       | 57.3                              | 56.7                                | 69.7                             | Yes                       | Yes                         |
| Male  | 101                           | 100      | 23.2          | 31.6    | 34.7         | 10.5       | 54.7                              | 53.6                                | 64.6                             | N/A                       | N/A                         |
| Female  | 125                           | 100      | 15.3          | 39.8    | 28.8         | 16.1       | 59.3                              | 59.2                                | 74.8                             | N/A                       | N/A                         |
| White   | 61                            | 100      | 6.9           | 20.7    | 41.4         | 31         | 86.2                              | 84.7                                | 81.7                             | Yes                       | Yes                         |
| African American  | 157                           | 100      | 23            | 43.2    | 26.4         | 7.4        | 45.3                              | 45                                  | 53.6                             | No                        | Yes                         |
| Asian/Pacific Islander  | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 83.1                             | I/S                       | I/S                         |
| Hispanic  | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 59.7                             | I/S                       | I/S                         |
| American Indian/Alaskan   | 5                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 65.5                             | I/S                       | I/S                         |
| Disabled  | 8                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 25.2                             | I/S                       | I/S                         |
| Migrant   | N/A                           | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | N/A                                 | 40                               | N/A                       | N/A                         |
| Limited English Proficient  | 3                             | I/S      | I/S           | I/S     | I/S          | I/S        | I/S                               | I/S                                 | 47.3                             | I/S                       | I/S                         |
| Subsized meals  | 184                           | 100      | 20            | 38.9    | 32           | 9.1        | 53.7                              | 53.7                                | 55.1                             | Yes                       | Yes                         |

## Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

|                            |     |     |      |      |      |      |      |      |      |     |     |
|----------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students               | 226 | 100 | 20.2 | 36.2 | 30   | 13.6 | 53.5 | 53   | 67.2 | Yes | Yes |
| Male                       | 101 | 100 | 18.9 | 29.5 | 37.9 | 13.7 | 63.2 | 61.9 | 66.3 | N/A | N/A |
| Female                     | 125 | 100 | 21.2 | 41.5 | 23.7 | 13.6 | 45.8 | 45.8 | 68   | N/A | N/A |
| White                      | 61  | 100 | 10.3 | 24.1 | 43.1 | 22.4 | 72.4 | 71.2 | 79.6 | Yes | Yes |
| African American           | 157 | 100 | 25   | 41.9 | 23.6 | 9.5  | 43.9 | 43.7 | 49.7 | No  | Yes |
| Asian/Pacific Islander     | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 88.9 | I/S | I/S |
| Hispanic                   | 3   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 60   | I/S | I/S |
| American Indian/Alaskan    | 5   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 69.5 | I/S | I/S |
| Disabled                   | 8   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 23.8 | I/S | I/S |
| Migrant                    | N/A | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | N/A  | 46.7 | N/A | N/A |
| Limited English Proficient | 3   | I/S | I/S  | I/S  | I/S  | I/S  | I/S  | I/S  | 54.9 | I/S | I/S |
| Subsized meals             | 184 | 100 | 22.3 | 38.3 | 28.6 | 10.9 | 49.7 | 49.7 | 53.1 | Yes | Yes |

## Physical Science (End-of-Course Performance by Group)

|                            |     |      |      |      |      |     |      |     |     |     |     |
|----------------------------|-----|------|------|------|------|-----|------|-----|-----|-----|-----|
| All Students               | 249 | 92.8 | 61.8 | 16.1 | 9.6  | 5.2 | 14.9 | N/A | N/A | N/A | N/A |
| Male                       | 119 | 89.9 | 58.8 | 15.1 | 9.2  | 6.7 | 16.0 | N/A | N/A | N/A | N/A |
| Female                     | 130 | 95.4 | 64.6 | 16.9 | 10.0 | 3.8 | 13.8 | N/A | N/A | N/A | N/A |
| White                      | 68  | 88.2 | 41.2 | 19.1 | 19.1 | 8.8 | 27.9 | N/A | N/A | N/A | N/A |
| African American           | 175 | 94.3 | 69.7 | 14.9 | 6.3  | 3.4 | 9.7  | N/A | N/A | N/A | N/A |
| Asian/Pacific Islander     | N/A | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | N/A | N/A | N/A | N/A |
| Hispanic                   | 2   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | N/A | N/A | N/A | N/A |
| American Indian/Alaskan    | 4   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | N/A | N/A | N/A | N/A |
| Disabled                   | 10  | 80.0 | 60.0 | 20.0 | N/A  | N/A | I/S  | N/A | N/A | N/A | N/A |
| Migrant                    | N/A | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | N/A | N/A | N/A | N/A |
| Limited English Proficient | 2   | I/S  | I/S  | I/S  | I/S  | I/S | I/S  | N/A | N/A | N/A | N/A |
| Subsized meals             | 205 | 94.1 | 64.9 | 16.6 | 7.8  | 4.9 | 12.7 | N/A | N/A | N/A | N/A |

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

| Two-Year HSAP Trend Data  |             |                               |          |               |         |              |            |                                   |                                     |                                  |
|---|-------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|
|   | School Year | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* |
| English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced) |             |                               |          |               |         |              |            |                                   |                                     |                                  |
| All Students  | 2007        | 245                           | 100.0    | 15.8          | 44.0    | 25.3         | 14.9       | 54.8                              | 54.8                                | 70.7                             |
|   | 2008        | 226                           | 100      | 18.8          | 36.2    | 31.5         | 13.6       | 57.3                              | 56.7                                | 69.7                             |
| Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)           |             |                               |          |               |         |              |            |                                   |                                     |                                  |
| All Students  | 2007        | 245                           | 100.0    | 23.7          | 36.9    | 27.0         | 12.4       | 49.8                              | 49.8                                | 62.2                             |
|   | 2008        | 226                           | 100      | 20.2          | 36.2    | 30           | 13.6       | 53.5                              | 53                                  | 67.2                             |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample